

Doctoral Program Annual Report

Date of Report: October 1, 2018

The Counselor Education and Supervision Program is evaluated annually in order to determine whether it is meeting its objectives, to provide information about the students enrolled in the program, and to determine whether changes to the program are needed to ensure that our students are receiving a preparation that is consistent with our program's mission, goals and objectives.

Currently, there are 3 students who have transferred into the Counselor Education and Supervision (CES) Program and there is one student who will be graduating from the Rehabilitation Program. Once that student has graduated, the Rehabilitation PhD program will be discontinued. The remainder of this report applies only to the CES students.

Student Outcomes

All of the data on student performance on the learning objectives has been collected and it is now posted on the Office of Instruction and Learning Website; and a copy of the report is appended. A review of that document reveals that students are performing well and meeting or exceeding target criteria on all of the Key Performance Indicators/Student Outcomes. While students are performing well, the course that the students took in teaching and supervision was reported by the students to be disorganized and difficult to teach effectively to students from two different majors with very different levels of background education and experience in teaching. Students felt that much of the content on teaching was repetitive with that in IA697A, and they felt that it was addressed more effectively in IA697A. We will explore this concern further and after discussion with the instructor and the Program Director of School Psychology we will determine whether it is possible to make the needed changes or whether it might be better to teach this course ourselves under the newly approved course number, SERP 640. We do not have information from employers or graduates yet to report, however, data collected at the conclusion of students' practicum experiences suggest that students are performing well. It is likely that we will have one graduate this year and the other two students will likely graduate next year, so we will have additional outcome data at that time.

Student Progress

Evaluations were completed on the programs' current students and all three were found to be progressing through the program, in terms of 1) achieving benchmarks in a timely and satisfactory manner; 2) academic performance; and 3) demonstrating dispositions appropriate for a counselor/counselor educator.

Student Demographics

Currently, we have three students in the CES program. Demographic information is as follows:

- Gender: 100% (3/3) of the students are female; 0% (0/3) are male
- Age: Specific age ranges are not reported, due to the small number of students and privacy concerns; however students represent a diverse group in terms of age.
- Race: 100% (3/3) of the students are Caucasian
- Disability: 67% (2/3) of the students have self-identified disabilities

While the age and disability status of current students suggests diversity in these areas, all three of the current students are white females. The absence of representation of males and persons of color is a serious concern and is also a serious challenge since the program is not currently diverse in terms of gender and race. This is not acceptable, particularly in an institution, newly designated as a Hispanic Serving Institution (HSI). The lack of diversity may be, in part due to the newness of the program and the small number of students currently enrolled. Because the program is not currently CACREP-accredited, we were not happy with the qualifications of our small pool of applicants and chose not to admit last year, impacting our student census; however, we will be submitting our self-study this year and hope to be able to attract a somewhat larger, more diverse pool. The Program Director will be recommending to the faculty that a recruitment plan be devised and implemented immediately, since applications will be due on January 15th, and that the recruitment plan specifically focus on recruiting a pool of well qualified and diverse students.

Accomplishments

Our students have been active in publishing, presenting at professional conferences and have assumed a number of leadership positions. All students attended one or more major conferences last year and presented content sessions and posters. A project that originated in SERP 645 – Leadership and Advocacy – was presented to the Board of Directors of the American Rehabilitation Counseling Association (ARCA), and a task force that included one of our students as a member was appointed to continue their work on developing Disability-Related Competencies for Counselors. Additionally, one of our students was elected to the Board of Directors of the National Council on Rehabilitation Education as a student member.

Program Changes

This year we are welcoming Dr. Jared Schultz to our faculty. Dr. Schultz is a Full Professor who comes to us from Utah State University. He will be a welcome addition to our doctoral faculty.

Conclusion

The program, although relatively new, appears to be achieving its objectives and students are progressing well through the program. Actions to address identified program challenges will be spearheaded by the Program Director and will include:

- Address identified concerns regarding Teaching and Supervision course and initiate needed changes
- Develop and implement a recruitment plan that focuses on developing a pool of well-qualified diverse students